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Curriculum Materials: World of Work Unit

May 1972

State of Montana
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Dolores Colburg, Superintendent
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FOREWORD

Improving Relevancy of Home Economics for Indian Youth - Workshop II -- was held on the Montana State University campus from July 19-30, 1978. The workshop was sponsored by Superintendent of Public Instruction Dolores Colburg, funded under 1968 Amendments of the Vocational Education Act of 1963 and Title I of the Higher Education Act of 1965.

The participants developed many interesting and useful units. Because of the national emphasis being placed on Career Education, the unit on the World of Work developed by Shirley Simpson and Cheryl Boender was selected for publication. The other unit blocks can be obtained by writing directly to the workshop participants.

Flora Martin, Supervisor
Home Economics Education

INTRODUCTION

Within Montana's borders are seven Indian reservations. Children from Indian families constitute a major part of the school population within the school districts where reservations are located. To date only a relatively minor percentage are enrolled in home economics classes.

Much of the low enrollment may be the fault of curriculums that are based on the values and standards of middle income white families. In talking with many Indian women, it was discovered that the present curriculum offerings in home economics are irrelevant to the needs of Indian youth.

The need to understand and respect the Indian culture and folklore seems mandatory in order to develop a home economics program that would meet needs of Indian youth. It was my hope that this workshop would be a beginning in meeting this need.

Angelina Oberto, Associate Professor
Montana State University

OBJECTIVE

The major objective for the two-week workshop was to develop home economics curricula which would direct teaching toward helping Indian youth manage their lives in the multi-cultured society in which they live.

WORKSHOP STAFF

Mrs. Linda Rae Schutz Barsness Poplar, Montana Fort Peck Reservation	Miss Gerry Fenn Bozeman, Montana
Sampson Bird in the Ground Hardin, Montana Crow Reservation	Mrs. Anne Harris Lame Deer, Montana Northern Cheyenne Reservation
Miss Dorothy Butterfly Browning, Montana Blackfeet Reservation	Mrs. Winona Plenty Hoops Lodge Grass, Montana Crow Reservation
Mrs. Violet Butterfly Browning, Montana Blackfeet Reservation	Miss Christine Peterson Brockton, Montana Fort Peck Reservation
Miss Alberta Dobry Curriculum Consultant Michigan State University East Lansing, Michigan	Mrs. Betty Steadman School of Home Economics Montana State University Bozeman, Montana
Miss Catherine Eder Poplar, Montana Fort Peck Reservation	Mrs. Joy Toineeta Lodge Grass, Montana Crow Reservation

WORKSHOP PARTICIPANTS

Miss Cheryl Boender Harlem, Montana (World of Work Unit)	Mrs. Lora Pearson St. Ignatius, Montana (Foods & Nutrition Unit)
Mrs. Ann Huller Ashland, Montana (Foods & Nutrition Unit)	Mrs. Shirley Simpson Box Elder, Montana (World of Work Unit)
Mrs. Jane Martin Hardin, Montana (Child Development Unit)	Mrs. Lorna Umber Arlee, Montana (Family Relationships Unit)
Mrs. June Muller Polson, Montana (Family Relationships Unit)	

WORLD OF WORK UNIT

by Cheryl Boender and Shirley Simpson

RATIONALE

This unit is planned for consumer homemaking classes of juniors and seniors which have Indian youth enrolled. Its purpose is to acquaint the students with present and future job opportunities and qualifications. It is hoped that through appropriate and realistic experiences students will develop a positive attitude toward themselves, others and work.

Indian values, which may conflict with non-Indian values considered in this unit, are concepts of time, cooperation and patience, kinship and reserve.

Concept of time Whereas the non-Indian has been conditioned to be very "time-conscious," the Indian youth has had no cultural stimulation to "live by the clock." This will reflect in the Indian students' attitudes toward class attendance, completing and turning in assignments and outlook toward employment.

Cooperation and Patience The Indian values of cooperation and patience can be helpful in understanding and getting along with co-workers on the job.

Kinship The strong family tie between the Indian youth and his extended family may influence duration of employment. For example, an Indian grandmother may quit her job in order to care for her grandchildren or great-nieces or nephews. A working non-Indian, however, would probably hire someone outside the family to care for the children and continue to work.

Reserve The reserve and reticence of the Indian may be detrimental in some types of work such as salesmanship which requires some aggressiveness, as well as in social contacts.

This unit is an attempt to identify and apply conflicting values of the Indian and non-Indian cultures in a positive manner to gainful employment.

Concept: Relation of Self to Employment

Generalization

1. Gainful employment leads to a feeling of self-worth and respect.

2. Self-identity influences self-respect.

3. A job or career contributes to the individual's emotional and creative growth.

Behavioral Objectives

In groups students will develop a list of five outcomes of work experiences (such as: paycheck, making decisions, following instruction, praise of service or product, and advancement) that foster self-worth and respect. Outcomes will be evaluated according to the criteria presented by the resource person.

Given a sheet of finger painting paper, starch, various colors of dry tempera and background music (Indian dancing music), students will express in a finger painting by line, color or form their ideas of "Who am I?" in 15 minutes. With three or four students in a group they will interpret each other's painting, followed by an interpretation by the painter. Students will judge each other's abilities to perceive themselves and how this self-respect will lead to respect of others.

Within 15 minutes, students in groups of four will list through brainstorming a minimum of twenty responses to the question, "Why work?" All statements will be accepted.

Learning Experiences

Ask an Indian resource person to talk to the class on his work experiences that have helped to foster his self-worth and respect. Form buzz groups to develop a list of experiences one has on the job that will foster self-worth and respect.

Each student will do one interpretive finger painting. Form discussion groups to interpret finger painting. Painter expresses his or her feelings about finger painting. Display finger paintings in classroom or school. Attached to the finger paintings have the student complete the following phrase of "Who am I? I am _____." No names should be attached to the paintings.

Brainstorming.

Evaluation

The criteria presented by the resource person will be used as a basis for evaluation.

The painter judges accuracy of his self-perception to perceptions others have of him.

Judging brainstormed ideas violates purpose of brainstorming.

Generalization

4. Individual qualifications and interests influence the type of employment a person seeks and secures.

5. The amount and type of education one has influences the type of employment one will secure.

Behavioral Objectives

Each student will interview an employed person in the community. The interview will consist of questions developed by the class. The questions will be related to the individual's qualifications and interests. All questions have to be completed and presented to the class in a 3-minute report. The report must relate to the answers of the questions about the interviewee's job.

Given four educational levels (without a high school diploma, technical or vocational training and a college degree) and resource materials, the student will list the job and/or career qualifications for job description. Two jobs and/or careers at each educational level are to be researched with 100% accuracy.

Using a composite of jobs researched by students at each educational level, the student will write a "Help Wanted" ad for a local newspaper. The ad will include the amount of education necessary for the job sought.

Learning Experiences

Students develop a list of questions to use in interviewing people in the community. Questions should relate to qualifications and interests. For example:

1. Do you like to do things for people?
2. Do you like to work with people?
3. What kind of training have you had for this job?

A cross section of jobs and careers need to be selected, such as: professional, office related, technical, distribution, etc.

Use resource materials such as Directory of Occupational Titles, library resources and newspaper want ads.

Chart: Jobs or Careers, with qualifications.

Write an ad for the "Help Wanted" section of a local newspaper.

Evaluation

A rating scale will be used to judge the 3-minute reports.

Degree to which the help wanted ads show the relationship to the amount and type of education to the job sought.



Generalization

6. Motivation for seeking employment varies with individuals.

7. Cultural values influence job success.

Behavioral Objectives

After a graffiti wall exercise and class discussion, the student will be able to list five reasons why individuals work. All reasons will be accepted.

After listening to a tape on self-concept by Barsness and reading Modern Indians by John L. Bryde, the student will list nine Indian value orientations that cause conflict for the Indian youth in the non-Indian culture. The values listed are those found in Barsness, Bryde and Appendix A.

Learning Experiences

Attach paper to walls around the room. Each student will list one to five reasons why individuals work. Class discussion follows. (Graffiti wall)

Listen to self-concept tape by Linda Schutz Barsness, see Appendix A. Reference reading, Modern Indians by John F. Bryde.

Evaluation

Verbal summary on why people work.

Verbal generalization stated in students' words, for example: Family heritage, kinship, cooperation, sharing, time orientation and reserve are Indian values that influence job success.



Concept: Seeking Employment

Generalization

1. Newspapers are a source of job listings.

Behavioral Objectives

Given five newspapers from different localities (local paper, larger metropolitan areas within state, metropolitan areas within region and out of region), a group of students will tally the jobs in the employment ad section. (Businesses, agencies or individuals seeking people for employment.) After the tally is completed the class will identify three jobs or careers that are in high demand by employers as indicated by high tally scores.

2. First impressions and communication skills influence one's employability.

Given a list of home economics related occupations such as yardage clerk, nurse's aide, day care center assistant, short order cook, the student will write a letter of application. The criteria for the letter will be developed by the class to include such items as personal resume', qualifications, a request for a personal interview and format. The letter and attachments will be completed in one class period.

During a field trip to local businesses, the student will have a mock interview with an employer for a job with a business. The employers involved will comprise a panel to the total class evaluating the strengths and weaknesses observed during the interviews.

Learning Experiences

Newspaper survey of employment ad section by group of students.

Class discussion summarizes findings.

Evaluation

Accurate ranking of jobs that are in demand at a particular time.

Write a letter of application.

Evaluate letter based on criteria established by class.

Field trips to local businesses and job interviews with local businessmen. Businessmen's panel.

CAUTION

More than one student should be interviewed by each employer.

Effectiveness of interview will be judged by a panel according to criteria established by them.

Generalization
3. A statement of performance from previous work experience is helpful in securing employment.

4. Attractive appearance and manners are assets in seeking employment.

Behavioral Objectives

Given two sets of credentials for individuals applying for the same job, the student will be able to list on the chalk board the strengths and weaknesses in the performance of previous work experience. The criteria will consist of items such as attitude, promptness, personal appearance, human relations skills, etc.

Given paper, magazines and pattern envelopes by the teacher, students in groups of three or four will plan and construct a bulletin board contrasting suitable and unsuitable dress for personal job interview. The bulletin board will be evaluated through class discussion using a student developed criteria.

Learning Experiences

Evaluate credentials for two individuals applying for the same job. The credentials will be supplied by the employment agency.

Develop and construct materials for a bulletin board to be used in the classroom.

Develop a criteria for evaluating suitable and unsuitable dress for a personal job interview.

Evaluation

The student will use a check list to make a decision as to the individual they would hire for the job.

Using student developed criteria, students will determine suitable dress for a personal interview.

Concept: Success on the Job

Generalization

1. Interpersonal relations skills affect job success.

Behavioral Objectives

Given a hypothetical role play situation, students will verbally identify three positive and/or negative human relations skills pertinent to effective job functioning.

2. Getting along with co-workers and employers is conducive to effective functioning on the job.

From a teacher's collection of cartoons, articles, jingles and snapshots the student will verbally identify mature and immature behavior and state the effect of the relationship to other individuals in an employment situation. Criteria for mature and immature behavior will be developed by students and the teacher.

Learning Experiences

Role play situations, i.e., receptionist answering telephone with irate customer on the line, or receptionist with irate individual at the reception desk.

Evaluation

Student verbalization of a minimum of three human relations skills. Completion of statements such as: If you were a high school secretary and received a call from an irate parent, then _____.

Use of cartoons, snapshots and jingles that depict mature and immature behavior in job-related situations.

Using a cartoon, jingle or snapshot similar to those in class discussion, the student in writing will select the mature and immature behavior and how it affects job functioning.



Concept: Field of work

Generalization

1. Skill in developing hand crafts provides opportunity for self-employment.

Behavioral Objectives

With the help of an Indian resource person, the student will construct an Indian tepee to be used for selling Indian crafts made by students, such as: moccasins, beaded jewelry, etc. The tepee will be constructed according to the guidelines and criteria established by the Indian resource person.

With the help of a resource person, students will prepare, serve and sell Indian snacks such as jerky, wild berry soup, fry bread, etc., in a "Tiny Bits" tearoom or tepee. The tearoom or tepee will be set up in the home economics department once or twice a week. The food products will be evaluated according to the criteria jointly established by the class, Indian resource person and students purchasing the products.

2. Employment in home economics related occupations provides a variety of choices to the individual.

Given home economics career resources, the students will be able to compile a list of three occupations in each of the following home economics related areas: food service, child development, clothing and textiles, and housing and home management. The list of occupations will be compared to occupations listed in the Dictionary of Occupational Titles.

Learning Experiences

Construct an Indian tepee with help of a resource person. Sell Indian crafts in the tepee.

Prepare, serve and sell food products in tearoom or tepee.

Use of resource materials.

Evaluation

Success of tepee construction. Success of tepee crafts shop as evidenced by sale of items and satisfaction expressed by students.

Satisfaction expressed by preparation and sale of food items. Generalization stated in student's own words.

List of three occupations for each of the home economics related occupations areas.

Generalization

Behavioral Objectives

The student will participate in a field trip to a business depicting home economics related occupations such as a day care center, alterations department in a clothing store, food service facility, etc. He will state in writing the name of the business, its relation to home economics and the job description according to a criteria developed by the teacher.

Learning Objectives

Field trip and written report by student.

Evaluation

The job description of a home economics related occupation will be judged by the criteria developed by the teacher (rating scale).

3. Areas of employment for the betterment of others' appeal to Indian youth.

Given resources the student will be able to verbally identify five occupations that help individuals better their quality of life. For each occupation the student will state three characteristics that identify the occupation as one of helping others.

Use of resource materials.

Use of check list for student statements of occupational characteristics.



APPENDIX A
General Guide for: CONFLICTING VALUE ORIENTATIONS*

Indian	Non-Indian
<p>VALUES are shaped through family heritage.</p> <p>KINSHIP extends beyond biological family. The extended family is important.</p> <p>COOPERATION is expected and is a basis of the society; conformity is ideal.</p> <p>SHARING and generosity are emphasized. "Give-aways" are prevalent.</p> <p>TIME -- present oriented -- concern for now. Events govern time.</p> <p>RESERVE, quiet and reticence are characteristic behavior.</p> <p>INDIVIDUAL FREEDOM and permissiveness pervade child rearing. Shame and ridicule act as controls on behavior.</p> <p>PATIENCE and waiting are emphasized.</p> <p>HONOR and respect the <u>older</u> and wiser.</p>	<p>VALUES are formed according to scarcity of resources.</p> <p>KINSHIP ties are strongest at the nuclear family level.</p> <p>COMPETITIVENESS is highly encouraged and built into many institutional systems.</p> <p>GAINING POSSESSIONS and acquiring wealth are emphasized.</p> <p>TIME -- future oriented -- concern for the future. Time governs events.</p> <p>AGGRESSIVE and outgoing behavior are characteristic.</p> <p>RESTRICTIONS, guidelines and rules pervade child rearing. Guilt acts as a control on behavior.</p> <p>QUICK ACTION is emphasized.</p> <p>IDOLIZE that which represents <u>youth</u>.</p>

OTHERS:

* Adapted by Alberta Dobry from: Home Economics Education, "To Improve the Relevancy of Home Economics Education for Indian Girls," Office of the Superintendent of Public Instruction, State of Montana, January 1971.



APPENDIX B

Bibliography

TEACHER-STUDENT REFERENCES

American Vocational Association, 1510 H Street NW, Washington, D. C. 20005, publishes many excellent booklets. Examples are:

- A Conversation with Lynda, May 1970, 20 pages, 75¢, Order No. 35370.
- Career Choice, October 1970, fold-out, 4¢, minimum order 100, Order No. 36570.
- Post-Secondary Education in Home Economics, 1967, 24 pages, 35¢, Order No. 15567.
- Vocational Education for American Youth, 1962, 16 pages, 15¢, Order No. 031062.

A Guide to Child Labor Provisions of the Fair Labor Standards Act, Child Labor Bulletin No. 101, revised January 1969: U.S. Department of Labor. For sale by Superintendent of Documents, U.S. Government Printing Office, Washington, D. C. 20402, 20¢.

When teaching wage-earning programs to young people under 18 years of age, it is necessary to know the laws on child labor. Questions on this subject will be answered by the Wage and Hour and Public Contracts Division of the U.S. Department of Labor in Great Falls, Montana.

American Home Economics Association, Career Packet, current edition, 1600 Twentieth St. NW, Washington, D. C. 20009.

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- "The ABC's of Courtesy"

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- "Institutional Food Service Supervisor"
- "Food Service"
- "Chef Course of Study"

Food Occupations Resources: "The Professional Chef," Institutions magazine, 1801 Prairie Ave., Chicago, Ill. 60616.



Goldenthal, Allan B., The Teenage Employment Guide, Simon and Schuster, Inc., 200 Park Ave. South, New York 10003, 1969, \$2.95.

While written for young people, this guide to hundreds of jobs that do not require a college education could be useful to others. Excellent.

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Lembeck, Ruth, 380 Part-Time Jobs for Women, Dell Publishing Co., 750 Third Ave., New York 10017, 1968.

Tells what you need materially, personally and educationally as well as hours your work, how much you can earn, how to get started and counseling help.

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- Booklet A - "What Is It?" 33 pages
- Booklet B - "Where Is It?" 29 pages
- Booklet C - "How to Get It," 57 pages
- Booklet D - "How to Keep It," 36 pages
- Booklet E - "Where Do You Go from Here?" 26 pages
- "A Guide for Instructors," 115 pages

Occupational Outlook Handbook, 1970-71 edition, U.S. Department of Labor's Bureau of Labor Statistics, U.S. Government Printing Office, Division of Public Documents, Washington, D. C. 20402, 1970, 859 pages, \$6.25. Order No. 56L/S.

Employment outlook, places of employment and earnings for over 700 occupations.

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Case study problems for students or workers with answers and discussion.

Problem Solving II: Test Your P.R. (Personnel Relations) Quotient, In-Sink-Erator and American School Food Service Association, 1970, 11 pp.

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Case study problems with answers and discussion.

"Useful Information about Working for Uncle Sam," government leaflet. Superintendent of Documents, Government Printing Office, Washington, D. C. 20402. Other publications that may be ordered from Superintendent of Documents are:

- "Federal Career Directory," CS 1.7/4:C 18/969, \$1.25
- "Federal Careers for Women," CS 1.48:3517, 10c
- "Guide to Federal Career Literature," CS 1.61:C18, 55¢
- "Working for the U.S.A." CS 1.48:4/17, 20c



"Why Not Be An Apprentice?" Superintendent of Documents, Government Printing Office, Washington, D. C. 20402, 10¢.

Women today are in 60 occupations of the 370 offering apprenticeship training toward a career as a skilled worker. The Manpower Administration encourages apprenticeships for women. Read the leaflet to know more about apprenticeships for women.

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Eck, Dorothy, Youth Opportunities in Montana: A Survey of Professional Youth Workers, Youth Organizations, and Youth Serving Agencies in Montana and the Feasibility of Coordinating Their Work, Department of Sociology, Montana State University, Bozeman, February 1969.

This report is a source for reference people and organizations in Montana.

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This publication as well as all necessary application blanks and instructions for obtaining student-learner permits may be obtained from the Wage and Hour and Public Contracts Division, U.S. Department of Labor, Regional Director (for Montana), 2000 Federal Office Building, 911 Walnut St., Kansas City, Mo. 64106. To permit the payment of special minimum wages to students the student-learner certificate must be obtained from the regional office.

Whatley, Alice Elrod, Generalizations Related to Concepts Important for Youth Orientation to the World of Work, Ph.D. University of Oklahoma, 1967, Inter-library loan.

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Helpful pamphlet geared to college students or graduates.

Government Resources:

Montana State Employment Service Office
Employment Security Commission of Montana
U.S. Department of Health, Education and Welfare, Office of Education
U.S. Department of Labor
Bureau of Labor Standards

Federal publications may be ordered from Superintendent of Documents, U.S. Government Printing Office, Washington, D. C. 20402.

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The topic "pre-vocational training" is discussed. Curriculum guides for total home economics program, scope and sequence, and pre-employment unit plan for grade 7. Excellent.

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Illinois Teacher for Contemporary Roles, Home Economics Education, University of Illinois, 342 Education Building, Urbana 61801, Vol. XII, No. 4, Spring 68-69, single copies, \$1.

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Ruud, Jospehine Bartow, Teaching for Changed Attitudes and Values, Home Economics Association of the National Education Association, 1201 Sixteenth St., NW, Washington, D. C.

"Teach Students How to Obtain Jobs," Journal of Business Education, April 1968, p. 287.

Teaching Aids: "The Empty Lot" and several film modules are film materials on vocational education intended for students, parents, counselors, teachers, administrators and civic groups. Order from Du Art Film Laboratories, Inc., U.S. Government Film Service, 245 West 55th St., New York 10019. "The Empty Lot," \$38.1; shorter films considerably less. Rental is possible.

Teaching Aids: Series of student manuals, instructor's guides and overhead visual aids for food service workers, housekeeping aides and ward clerks. Write for information: Robert J. Brady Co., 130 Que St. NE, Washington, D. C. 20002.

The Kiplinger Washington Editors, Inc., Teaching Consumer Education (A Resource Kit), Editors Park, Md. 20782, 1970. To order: Editorial and Executive Office, 1728 H St. NW, Washington, D. C. 20006, \$25.

Five well developed units - Earning, Spending, Borrowing, Saving and Budgeting are included in this teacher resource kit. The main goal and basic concepts are stated in each unit. Suggestions for carrying out the learning include the



use of cartoons, games, key questions, role-playing situations, sample business forms, many transparencies and/or ditto masters, charts, and student activities files. The resource kit is well-organized, easily reproducible where necessary and adapted to a great variety of students (male or female from junior high level to college). The "Teaching Guide," a booklet, gives complete overview of the kit and its use. Sufficient and appropriate material for a high school semester course is included.

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A manual based on the Career Information Center at Northeastern University in Boston, Mass. The service provides assembly programs, conferences, radio programs, tape recording services, filmstrip services and television programs on careers for junior high and high school students. Teaching aids may be obtained from this center to help teach about careers.

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Wise, Barbara Ann, Procedures for Selection of Participants in High School Home Economics Programs with Occupational Emphasis, Master's thesis, University of North Carolina at Greensboro, 1967. Interlibrary loan.

